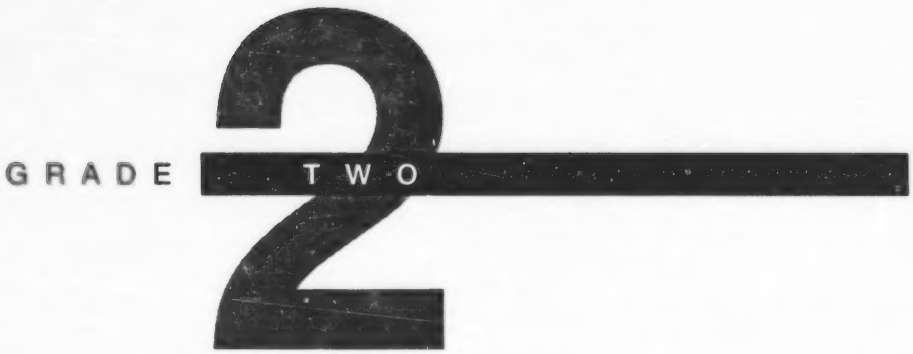
Curriculum Handbook *for* **Parents**

2000–2001

Catholic School Version



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Catholic School Version

GRADE 2

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Message from the
Minister of Learning

Alberta offers more schooling options than ever before. The opportunity for choice reflects our commitment to quality education—the solid foundation every child needs to learn, grow and succeed.

While students are at the centre of the education system, parents are vital partners. Your involvement in your child's education is critical to his or her success. To help your child succeed—you need to know what is being taught. This handbook is developed to provide you with that information. As well, I encourage you to continue working closely with your child's teacher who can provide you with invaluable information and guidance.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is an outline of what we expect our students to know at each grade level of their education. When you know what is expected at school, you can provide the home support your children need. By reading about what they are learning at school and discussing it at home, you are sending a very important message to your child—that you value education.

Alberta Learning revises curriculum in the core subject areas every eight to ten years. This ensures that course content remains current and relevant, and meets the needs of students preparing for their futures.

Education is a fundamental part of the Alberta Advantage, and government's goal is for Alberta to have the best-educated students in the world. We can accomplish this only one way—by working *together.* We are all partners in education—parents, teachers, trustees, administrators, community members—and we must work to address issues and help ensure Alberta students acquire the knowledge and skills they need for a successful future.

Our children are our future, and our most important investment.

Dr. Lyle Oberg
M.L.A. Strathmore-Brooks
Minister of Learning

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program written and approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning where as an old friend wrote, "... God, God's truth and God's life are integrated into the entire syllabus, curriculum and life of the school."

+Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

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Introduction to the Grade 2 Handbook

This handbook provides parents with information about the Grade 2 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 2 curriculum. It is based on the Alberta Learning *Program of Studies: Elementary Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 2 is available in all Alberta elementary schools.

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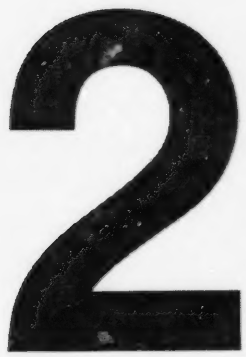
Introduction

TO THE ELEMENTARY
SCHOOL CURRICULUM

Alberta Learning specifies what all students are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.



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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Learning and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

A document entitled *The Parent Advantage* provides tips and strategies to assist parents in helping their children at home with their school work. This resource is available for purchase from the Learning Resources Distributing Centre.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and church teaching can be integrated with other subjects.

Achievement Tests

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Learning publication called *Parent Guide to Provincial Achievement Testing.* Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Learning's Learner Assessment Branch.

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Special Needs

School boards are required to provide each resident student with an education program, including access to special education programs. If you think that your child may have special needs, talk to your child's teacher. *Partners During Changing Times* is an information booklet for parents of children with special needs. It provides a general overview of how you can be involved in the education of your children. This document is available on the Alberta Learning web site or by contacting the Special Programs Branch, Edmonton. An additional resource, *The Parent Advantage*, provides tips and strategies to assist parents in helping their children at home with their schoolwork. This resource is available for purchase from the Learning Resources Distributing Centre. As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is also available for purchase from the Learning Resources Distributing Centre.

English as a Second Language

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in grades 1 to 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible. If you think your child may have ESL needs, talk to your child's teacher.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

Religious Education Programs for elementary and junior high schools are authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 2 Religious Education Program invites students to explore their relationship with Jesus through the Celebration of the Eucharist (the Mass). The students reflect on the four main parts of the Celebration of the Eucharist—the Gathering, the Liturgy of the Word, the Liturgy of the Eucharist, and the Sending Forth.

Students explore these themes through the study of 10 units:

Unit 1 **Let's be friends!**

Through enjoying being together, the students share stories of friendship, discover the joy of having friends, and strengthen the ties of friendship by preparing and celebrating a friendship party.

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Unit 2 **Let's come together.**

The students reflect on belonging to their own family, and to the family of the Church. They focus on experiences of greeting, especially during the Celebration of the Eucharist. They reflect on their belonging to the Lord Jesus as experienced during the 'Gathering' part of the Eucharistic Celebration and remember that they belong to God and the faith community through Baptism.

Unit 3 **Let's treasure God's word.**

The students are encouraged to develop a listening attitude to the Word of God, to experience Jesus Christ as Word, and to celebrate that Jesus is God's Word revealed to us.

Unit 4 **Let's treasure God's presence.**

The students are invited to celebrate Advent as an invitation to respond to God's Word as Mary did, to rejoice in God's presence among us, and, in listening to John the Baptist, hear the invitation to change our hearts.

Unit 5 **Let's treasure God's gift.**

The students are invited to treasure the gift we have in God's Word, enter into God's story given to us in the Creed, and explore the community's prayer in the 'General Intercessions' at Mass.

Unit 6 **Let's take.**

The students are invited to appreciate that God's gifts of the created world are intended for all God's people, that at the Celebration of the Eucharist we give thanks to God for these gifts, as well as for the work of human hands. At the Sunday assembly we take all to the Eucharistic table and celebrate this.

Unit 7 **Let's bless.**

The students see that during the Liturgy of the Eucharist we praise, honour and thank God for what God has done in creation, what God has done in our midst, and explore how the Holy Spirit acts in the Eucharist.

Unit 8 **Let's break.**

The students explore the meaning of the 'Our Father' as our request for daily bread and reconciliation. They are invited to enter into the suffering and death of Jesus as bread broken, to recognize the call to serve others, and to listen to the invitation to feast at the table of the Eucharist.

Unit 9 **Let's eat and drink.**

The students explore the joy of the Easter story, reflect on Jesus' abiding presence and how he gathers us, feeds us, and invites us to be 'bread' for others.

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Unit 10

Let's go forth.

The students explore the meaning of the 'dismissal rite' and what it is to be 'sent forth' at the conclusion of the Celebration of the Eucharist. They are invited to remember the joy of being together and to treasure belonging to the risen Jesus.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within each of the Religious Education Programs. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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English Language Arts

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by students, parents, teachers and the community.

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

By the end of Grade 2, students will listen, speak, read, write, view and represent to:

◆ ***explore thoughts, ideas, feelings and experiences***

- contribute relevant ideas and information from personal experiences to group language activities
- talk about how new ideas and information have changed previous understanding
- explain why particular oral, print or other media texts are personal favourites
- record ideas and information in ways that make sense

◆ ***comprehend and respond personally and critically to oral, print and other media texts***

- connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning
- apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
- identify the main idea or topic and supporting details of simple narrative and expository texts
- identify by sight an increasing number of high frequency words and familiar words from favourite books
- read aloud with fluency, accuracy and expression
- figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge
- use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading
- apply phonic rules and generalizations to read unfamiliar words in context
- use pictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

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- engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres
- model own oral, print and other media texts on familiar forms
- retell the events portrayed in oral, print and other media texts in sequence
- discuss, represent or write about interesting or important aspects of oral, print and other media texts
- identify main characters, places and events in a variety of oral, print and other media texts
- add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts
- create narratives that have beginnings, middles and ends; settings; and main characters that perform actions

◆ ***manage ideas and information***

- relate personal knowledge to ideas and information in oral, print and other media texts
- recall and follow directions for accessing and gathering ideas and information
- find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community
- use the library organizational system to locate information
- recognize when information answers the questions asked
- categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order
- record key facts and ideas in own words; identify titles and authors of sources
- answer questions, such as "What did I do that worked well?" to reflect on research experiences

◆ ***enhance the clarity and artistry of communication***

- identify features that make own or peers' oral, print or other media texts interesting or appealing
- revise words and sentences to improve sequence or add missing information
- print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately
- explore and use the keyboard to compose and revise text
- write complete sentences, using capital letters and periods
- use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing
- use the conventional spelling of common words necessary for the efficient communication of ideas in writing
- use capital letters for proper nouns and at the beginning of sentences in own writing
- use periods and question marks, appropriately, as end punctuation in own writing
- speak in a clear voice, with appropriate volume, at an understandable pace and with expression

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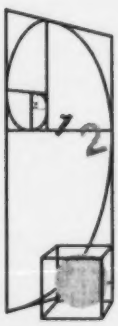
◆ ***respect, support and collaborate with others***

- discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
- participate in shared language experiences to acknowledge and celebrate individual and class accomplishments
- work in a variety of partnerships and group structures
- recognize own and others' contributions to group process.

Language Arts in Language Programs (Immersion and Bilingual)

In addition to studying the English language arts, students registered in an immersion or a bilingual program follow a language arts course in the target language; e.g., French, Ukrainian, German. In these programs, this target language is also used as the language of instruction in other subject areas, such as mathematics, science, social studies.

Mathematics



Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

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The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

Number

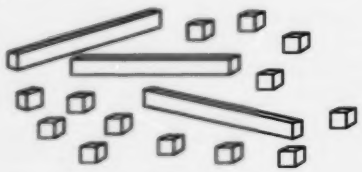
By the end of Grade 2, students will:

- Recognize and apply whole numbers up to 1000, and explore fractions (halves, thirds and quarters).

Sample Student Tasks

- If you start at 150 and count on by 2s, will you say 165? Explain.
- Estimate the number of unit cubes in the jar.
  Count to check your guess.
  How close was your estimate?
  Use the other base-10 blocks to show your number in two different ways.
  Draw a simple mathematical sketch of your number, using the fewest blocks possible.
  Write symbols to match your different representations.

- What number is shown by these blocks? Build and draw the same number, using:
  more blocks
  fewer blocks.



- Enter these numbers in your calculator.
  (thirty-four, forty-three) (301, three hundred ten) (231, one hundred thirty-two)
  How are they alike?
  How are they different?

- Apply a variety of addition and subtraction strategies on whole numbers to 100, and use these operations in solving problems.

Sample Student Tasks

- Draw a picture that shows how you imagine this story.
  Kayla has 17 nickels. Darcy knows that if she saves 8 more nickels, she will have the same number as Kayla. How many nickels must Darcy have now?

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- 27 + 19

  Manuel says he does this arithmetic by imagining that he should add 10, then another 10, and then remove one.
  Explain what he means.
  What is the sum?
  Use Manuel's method to add: 39 + 19.
  What other method could you use?
  How could you change Manuel's method to solve these:
  68 + 21 48 – 19

◆ Use an appropriate calculation strategy or technology to solve problems.

Sample Student Tasks

- Roll two number cubes.
  Say the total for the numbers rolled.
  Show me how many sums you can roll and name in one minute.
- Draw pictures to show:
  4 sets of 3
  5 groups of 2
  3 piles of 4.

  Which drawings have the same total?
  Draw more pictures that show equal sets for the same total.

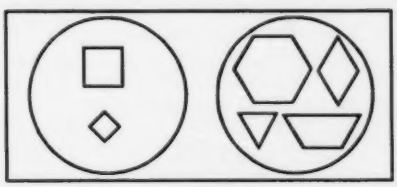
Patterns and Relations

By the end of Grade 2, students will:

◆ Identify, create, describe and translate numerical and non-numerical patterns arising from daily experiences in the school and on the playground.

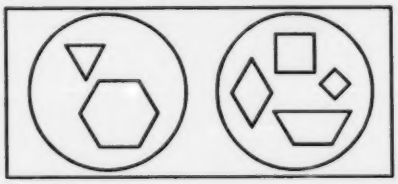
Sample Student Tasks

- Ron sorted pattern blocks.



Name Ron's sorting rule.

He resorted the blocks.



What might be Ron's new sorting rule?

- Dana is using two colours of objects to build a pattern that "grows and grows."

  What is the name of the shape Dana is making?
  What will Dana do next to continue the pattern?
  Build Dana's shape and continue the pattern for three more rows.
  Name the number of objects in each dark-coloured row. What is the same about these numbers?
  What other patterns can you see in this arrangement?

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- Make a pattern.
  Describe your pattern in writing.
  Give your description to a classmate.
  Ask your classmate to reproduce your pattern.
  Was your description clearly understood by your classmate?

Shape and Space

By the end of Grade 2, students will:

◆ Estimate, measure and compare, using standard units for length and primarily nonstandard units for other measures.

Sample Student Tasks

- Estimate the number of drink boxes needed to cover the face of a cereal box. Cover the box, and count the drink boxes. Will it take more or fewer hockey cards to cover the box? Why? Check and count.
- Would you use minutes or hours to measure:
  how long recess is?
  how long you sleep at night?
  Explain your answer.
- Use a thermometer to see the change in temperature as a container of hot water cools. How long do you think it will take for the water to reach 30°C?

◆ Name, describe and construct a variety of 3-dimensional objects and 2-dimensional shapes.

Sample Student Tasks

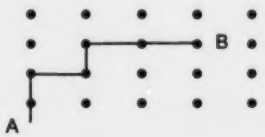
- How many faces, vertices and edges does this object have?

- Fold a rectangular piece of paper to make two congruent shapes. Explain why they are congruent. Can you fold the rectangle a different way and still make two congruent shapes?

◆ Apply positional language, orally and in writing, to communicate motion.

Sample Student Tasks

- Determine possible paths between two points *A* and *B* on a grid. Describe each path.



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Statistics and Probability

By the end of Grade 2, students will:

- Collect, display and describe data, independently, based on first-hand information.

Sample Student Tasks

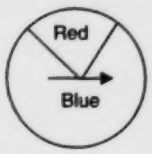
- What is one thing you would like to learn about your classmates?
  Will you get your information by counting, by measuring or by surveying?
  How do you plan to keep a record of the information you gather?
  Will you make a concrete, picto or bar graph to show your information?
  Tell me how you plan to sort and graph your information.

  Gather your information as you have planned, and show your information on a graph.
  What can you learn by reading your graph?
  Make up three questions you might ask a friend about your graph.

- Use simple experiments, designed by others, to illustrate chance.

Sample Student Tasks

- Look at this spinner.
  Is the spinner more likely to stop on red or on blue? Why?
  Keep a record of 20 spins. What does your experiment show about the spinner?
  If you record another 20 spins, what do you think will likely happen? Why?



Parent Document

The booklet *Working Together in Mathematics Education* provides an overview of the new mathematics curriculum and shows some of the knowledge, skills and attitudes students are expected to learn. It presents some ways parents and others can support student learning in mathematics.

Working Together . . . is available for purchase from the Learning Resources Distributing Centre. This booklet is also available for viewing and downloading from the Alberta Learning web site.

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Science

Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

Skill and Attitude Outcomes

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

By the end of Grade 2, students are expected to:

- recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations, based on observations
- construct, with guidance, an object that achieves a given purpose, using materials that are provided.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

Science topics studied in Grade 2.

Exploring Liquids

Students learn about the nature of liquids and the interactions of liquids with other materials. They explore liquids by examining droplets, by watching liquids trickle down slopes, by investigating flow rates and by observing liquid interactions with a variety of materials. They learn that some materials are impervious to liquids, while others are absorbent and that some liquids mix readily while others do not. They observe that liquid water can be changed to ice or to steam, and back again, if heated and cooled, and that wet materials dry out when left open to the air. Through this topic, students learn that water is our most important liquid, that we use water in many ways, and that water is essential to life.

By the end of Grade 2, students are expected to:

- describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things
- describe the interaction of water with different materials.

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Buoyancy and Boats

Students explore what sinks and what floats, and what makes an effective watercraft. Through building and testing a variety of floating objects, students learn the importance of workmanship in shaping, positioning, fitting and waterproofing their constructions, so they will do the intended job. Along the way, students learn about balance and stability and about different methods that can be used in propelling a watercraft. The concept of density is informally introduced in this topic.

By the end of Grade 2, students are expected to:

- construct objects that will float on and move through water, and evaluate various designs for watercraft.

Magnetism

Students explore the interaction of magnets with a variety of materials found within their own environment. By testing the effects of one magnet on another, they learn that magnets show polarity and that the strength of magnetic effects diminishes with distance. They learn to distinguish materials that are affected by magnets from those that are not and learn how magnets can be used in sorting objects, moving things and holding things together.

By the end of Grade 2, students are expected to:

- describe the interaction of magnets with other magnets and with common materials.

Hot and Cold Temperature

Students learn that materials are sometimes changed by heating or cooling and that by observing such changes, they can infer how hot or cold an object is. They learn that thermometers provide a helpful way to measure and describe the hotness or coldness of things—a more reliable way than provided by their own senses. Students observe that temperatures can go up and down, including the temperature of their surroundings and the temperatures of particular objects within it. They also learn about methods that are used to control temperature in buildings and how insulation is used to keep things hot or cold.

By the end of Grade 2, students are expected to:

- recognize the effects of heating and cooling, and identify methods for heating and cooling.

Small Crawling and Flying Animals

Students learn about the structure and life habits of animals by studying small animals that live in their own community. By investigating outdoor spaces in and around the school and their homes, students discover a wide range of animals that find shelter and food within the local area. In studying these animals, they learn about where animals live, what they eat, what they are eaten by and features of the animals that suit them to their particular environment.

By the end of Grade 2, students are expected to:

- describe the general structure and life habits of small crawling and flying animals; for example, insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.

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Social Studies

In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in Canada and other countries. The focus of the Grade 2 social studies program is how people meet their needs in local communities and in communities in different parts of the world.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

Three topics are identified for Grade 2.

People Nearby

Students learn about the people in their community and how these people organize to meet their needs. Emphasis is on the homes, schools, occupations and recreation of the students and their families. The intent of this topic is to promote the development of positive attitudes, interaction abilities and the appreciation, understanding and tolerance of others' needs.

By the end of Grade 2, students are expected to:

- understand that all people have similar needs
- understand that people's needs are met in different ways
- construct a simple map of the community
- compare pictures, aerial photographs and models with maps of the same area
- respect the rights and opinions of others
- have appreciation, respect and tolerance for other people's needs.

People in Canada

Students learn about people in different Canadian communities and how these people meet their needs. Emphasis is on homes, schools, occupations and recreation in each of three or more different communities. The intent of the topic is to help students develop an understanding that people in Canadian communities have similar needs that are met in similar ways.

By the end of Grade 2, students are expected to:

- understand that Canada is a country of many communities
- understand that there are similarities and differences in the way people in Canadian communities meet their needs
- acquire information by viewing, listening, reading, collecting and recording data (pictograph or bar graph)
- draw conclusions about one's own needs, and generate examples of ways to address these needs
- express ideas orally, pictorially and/or through role playing
- appreciate the ways various Canadians live.

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People in the World

Students learn about people in different parts of the world and how they meet their needs. Emphasis is on environment, homes, schools, occupations, recreation, food and the language of the people of two or more communities from different countries. The intent of the topic is to develop an appreciation and understanding of and respect for people in other parts of the world and how those people meet their basic needs.

By the end of Grade 2, students are expected to:

- understand that each country in the world is made up of many communities
- understand that the environment affects the way needs are met
- classify and organize information on a chart about homes, food, occupations, schools, recreation, language and environment
- locate the country studied on a map or globe
- develop appreciation, respect and tolerance for people in different parts of the world and for the variety of ways in which these people meet their needs.

French Immersion

Students learning in a language that is not their first language need to spend time on second language development before moving into learning content. In order to accommodate this extra time requirement, the content of the social studies French immersion program has been reduced. Grade 2 students study two topics rather than three—*People Around Me* and *People in the World.* The immersion program includes the same process skills as the English language program—locating, organizing, interpreting, analyzing, synthesizing and evaluating information; and mapping skills. The program also includes the same concepts—needs, community, country, world, facilities and services, similarities and differences, environment, cooperation and respect.

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Information and Communication Technology (ICT)

The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces.

Technology is about the way things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions, manage information and solve problems.

The ICT curriculum is not intended to stand alone as a course, but rather to become a part of core courses and programs.

The ICT curriculum will be implemented in all schools in Alberta over a three-year period, starting September 2000 through to June 2003.

General and Specific Outcomes

General outcomes for the ICT curriculum are statements that identify what students are expected to know and be able to do and value by the end of grades 1–3, 4–6, 7–9 and 10–12. There is a progressive sequence of skill development throughout the grades. Specific outcomes expand on the general outcomes and state in more detail what students are expected to learn. ICT outcomes are organized into three main categories, as shown in the charts below. For each category, all the general outcomes themselves also are listed.

Communicating, Inquiring, Decision Making and Problem Solving
C1 Students will access, use and communicate information from a variety of technologies.
C2 Students will seek alternative viewpoints, using information technologies.
C3 Students will critically assess information accessed through the use of a variety of technologies.
C4 Students will use organizational processes and tools to manage inquiry.
C5 Students will use technology to aid collaboration during inquiry.
C6 Students will use technology to investigate and/or solve problems.
C7 Students will use electronic research techniques to construct personal knowledge and meaning.

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Foundational Operations, Knowledge and Concepts	Processes for Productivity
F1 Students will demonstrate an understanding of the nature of technology.	P1 Students will compose, revise and edit text.
F2 Students will understand the role of technology as it applies to self, work and society.	P2 Students will organize and manipulate data.
F3 Students will demonstrate a moral and ethical approach to the use of technology.	P3 Students will communicate through multimedia.
F4 Students will become discerning consumers of mass media and electronic information.	P4 Students will integrate various applications.
F5 Students will practise the concepts of ergonomics and safety when using technology.	P5 Students will navigate and create hyperlinked resources.
F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.	P6 Students will use communication technology to interact with others.

Examples of Specific Outcomes

By the end of Grade 3, students are expected to:

- access and retrieve appropriate information from electronic sources for a specific inquiry
- identify techniques and tools for communicating, storing, retrieving and selecting information
- create original text, using word processing software, to communicate.

The ICT curriculum, along with support documents, can be found on the Alberta Learning web site.

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Physical Education

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Four general outcomes form the basis of the K–12 curriculum. These are interrelated and interdependent. Each is to be achieved through participation in a variety of physical activities from the five dimensions outlined in general outcome A.

Each general outcome includes specific outcomes by grade, or by course name at the senior high school level. Specific outcomes for Grade 2 physical education follow.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

By the end of Grade 2, students will:

General Outcome A

- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Basic Skills

- select and perform locomotor skills involved in a variety of activities
- select and perform nonlocomotor skills involved in a variety of activities
- select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others

Application of Basic Skills

- select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course
- demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others by using elements of effort, space and relationship
- perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
- create and play body and space awareness games
- apply basic rules and fair play while playing and learning the strategies of lead-up games
- select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence
- select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching

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By the end of Grade 2, students will:

General Outcome B

- understand, experience and appreciate the health benefits that result from physical activity.

Functional Fitness
- recognize that "energy" is required for muscle movement
- describe ways to improve personal growth in physical abilities
- experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image
- identify personal physical attributes that contribute to physical activity

Well-being
- describe how the body benefits from physical activity
- identify changes that take place in the body during physical activity
- understand the connections between physical activity and emotional well-being; e.g., feels good

By the end of Grade 2, students will:

General Outcome C

- interact positively with others.

Communication
- identify and demonstrate respectful communication skills appropriate to context

Fair Play
- identify and demonstrate etiquette and fair play

Leadership
- accept responsibility for assigned roles while participating in physical activity

Teamwork
- display a willingness to play cooperatively with others of various abilities, in large or small groups

By the end of Grade 2, students will:

General Outcome D

- assume responsibility to lead an active way of life.

Effort
- express a willingness to participate regularly in physical education class
- identify personal factors that encourage movement

Safety
- demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity
- demonstrate and participate in safe warm-up and cool-down activities
- demonstrate moving safely and sensitively in various environments; e.g., modified games

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Goal Setting/Personal Challenge

- practise setting a short-term goal related to positive effort to participate in a physical activity
- identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

- identify types of physical activities people choose within the community
- make appropriate movement choices considering personal space, safety, ability and the surrounding environment

Consideration for exemptions from participation in physical education is given for medical conditions, when accompanied by medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from a parent to the principal and where access to facilities is prohibitive. When exemption is granted, activities consistent with the outcomes of the specific dimension should be substituted where appropriate.

Health

Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, and body knowledge and care.

BODY & MIND AWARENESS

In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church. The local boards of many Catholic school districts have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 2, students are expected to:

- understand their place and importance in the home and at school
- understand that they affect and are affected by the actions of others
- appreciate that others depend on them.

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Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthful relationships, and they understand the importance of healthful relationships with others at school.

By the end of Grade 2, students are expected to:

- know that one's behaviours can hurt other people
- recognize that everyone has strengths.

Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 2, students are expected to:

- develop awareness of one's strengths to increase one's confidence
- understand that occupations exist to provide services and produce goods.

Body Knowledge and Care

Students understand the structure, function and development of the body, and appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 2, students are expected to:

- recognize that people grow physically at different rates
- identify nutritious foods
- understand that rest and relaxation are essential for a healthful body
- understand what to do when not feeling well
- describe personal and family safety practices
- develop an understanding of personal responsibility for the appearance of the classroom.

Child Abuse Prevention
(Optional)

School board approval is required for the offering of this unit.

By the end of Grade 2, students are expected to:

- identify people who could help in abuse situations.

Fine Arts

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

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Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects

depiction – developing imagery based on observations of the visual world

composition – organizing images and their qualities in the creation of works of art

expression – using art materials to make a meaningful statement.

Students are expected to:

- notice that objects have common features
- assess the use or function of objects
- develop decorative styles
- represent surface qualities of objects and forms
- add finishing touches to their creations
- decorate items created personally
- use media and techniques with an emphasis on exploring and applying methods in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn concepts of pitch, pace, pause, rate, intensity and volume
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy
- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to originate a dramatic story
- cooperatively build a drama to solve problems.

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Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 2, students are expected to:

- detect the rise and fall of melody
- identify "like" and "unlike" patterns in music
- be aware of and enjoy seasonal, holiday and ethnic music
- improvise movements to poems, stories and songs
- improvise movements to show different forms in music
- show, through movement, awareness of changes in tempo, dynamics and mood
- extend the use of sol-fa training with hand signals to include the use of "re" and "do"
- respond to tone matching with other voices and instruments
- use many ethnic, seasonal and holiday songs
- play simple rhythm patterns
- follow simple rhythm scores
- play rhythm and melody patterns to accompany songs
- follow notation from left to right while playing
- recognize 2/4 and 3/4 time signatures
- recognize the music staff and treble clef sign
- make up new words to songs
- create accompaniments for poems and songs.

Language Programs and Courses Other Than English

French Immersion

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers students an effective way to become functionally fluent in French while achieving all of the objectives of the regular program of studies. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

Although there are many delivery models present in Alberta schools, the most common model offered is referred to as early immersion. In this delivery model, students begin their immersion experience in Kindergarten and continue on in the program to Grade 12. There are also French immersion programs with other entry points; the most popular of these being late immersion, where the entry point is typically in Grade 7. As can be expected, the French language proficiency achieved by students is in large part determined by the exposure to the

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target language. Regardless of the model (early or late French immersion), students in these programs generally achieve excellent results on Alberta's achievement and diploma testing programs, including English Language Arts. Learning the French language is an integral part of the immersion experience and must take place in all subject areas taught in French.

Any course, for example, mathematics, science, social studies, offered in the French language has as its basis a French version of the English program of studies. It is identical or comparable, except for Grade 1 to Grade 3 social studies, to the one used in the English program. However, a program of studies specific to French immersion students was developed for the learning/teaching of French Language Arts. Some of the main French Language Arts learning outcomes are presented below.

French Language Arts

In Division 1, the French Language Arts program places an emphasis on the development of oral language, allowing students to actively participate in classroom activities. Once students have acquired a basic set of oral skills, they will be better prepared to learn to read. Words, rather than being a combination of letters and syllables, will have meaning. In addition to developing their oral and reading competencies, students will continue to enrich their vocabulary in French and go on to learn sentence patterns with which they will convey messages in a written form.

As students progress from one grade to the next, they use their language skills learned through listening, reading, speaking, interacting with others, and writing to reinforce and increase their knowledge of the language and their language skills. Opportunities are provided for students to use their skills in a variety of contexts.

The French Language Arts program identifies a series of tasks to be performed at each grade level. From grades 1 to 3, students will be involved in activities that allow them to explore all aspects of their daily life and as well as their imaginary world.

By the end of Grade 2, students are expected to select and effectively use several strategies to accomplish different tasks in each of the four communication areas: listening, reading, speaking and writing.

Listening

Students are expected to:

- listen to the experiences and feelings shared by others
- connect related ideas and information
- express thoughts and feelings related to events and characters
- identify main ideas in songs.

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To achieve these tasks, students are expected to:

- pay attention to the speaker
- use clues, such as intonation, volume and body language used by the speaker to construct meaning
- ask questions to satisfy information needs on a specific topic
- predict the content, using a variety of clues such as title, topic, subject area.

Reading

The reading material selected should be of some interest to students and provide them with an opportunity to increase their reading abilities. Information should be concrete and related to their past experiences and prior knowledge. Reading material should also contain information with which students are familiar.

Students are expected to:

- identify the main idea or topic of simple narrative and expository texts
- identify repetition, rhymes and rhythm used to create effects
- retell or represent the beginning, middle and end of stories.

To achieve these tasks, students are expected to:

- predict and confirm meaning, using print, pictures, book covers and title pages
- identify by sight some familiar words
- break words into syllables
- make predictable associations with illustrations or words coming before and after the unfamiliar words.

Note: These basic reading strategies are developed throughout Division 1.

Speaking

Students are expected to:

- participate in activities that allow them to express themselves spontaneously in small group discussions and problem-solving activities
- convey meaningful information, using appropriate vocabulary and basic sentence patterns.

To achieve these tasks, students are expected to:

- participate in brainstorming on a specific topic
- use appropriate intonation when asking a question or when expressing reactions
- participate in group activities.

Note: Students should also be encouraged to share their experiences with familiar audiences, what they have learned through their reading and what they have imagined.

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Writing

Students are expected to:

- express themselves, using sentence patterns provided by the teacher
- express preferences or needs
- write few sentences to represent the middle and end of stories.

To achieve these tasks, students are expected to:

- participate in brainstorming to generate news ideas
- choose appropriate words
- write complete sentences beginning with a capital and ending with a period
- use knowledge of the sound of consonants and vowels to spell familiar words phonically
- spell frequently used words correctly, using models or reference material
- print legibly and effectively
- revise their writing with teacher guidance.

Should this program be of interest to you, contact your school jurisdiction to explore local program offerings. A wealth of information is also available in the publication entitled *Yes, You Can Help! A Guide for French Immersion Parents* available for purchase from the Learning Resources Distributing Centre. Additional information is also available from the French Language Services Branch and from Canadian Parents for French (CPF) at 403–262–5187, Calgary.

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

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The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1

The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast.

The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.

Beginning 2

The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu.

The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.

Beginning 3

The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster.

The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

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Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

Parent Document

The booklet *French as a Second Language (FSL) Program: A Guide for Parents* provides an overview of the Alberta FSL program. You may find this booklet particularly useful if you are considering FSL for a young child, helping an older child choose courses, or looking for ways to support your child in the FSL program. The booklet is available for purchase from the Learning Resources Distributing Centre and is also available for viewing and downloading from the Alberta Learning web site.

Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

Ukrainian Bilingual/ Ukrainian Language Arts

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. Ukrainian Language Arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and goes through to Grade 12.

Students are expected to:

- obtain information from others and from simple reference materials
- present information of personal interest in the classroom
- share personal opinions, ideas and feelings
- respond personally to literature of interest to children
- use literature and other art forms to reflect creatively upon personal experience.

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Students are also expected to:

- express thoughts, orally and in writing, using accurate, simple sentences
- use correct word forms and word order to formulate simple messages of personal interest
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian.

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

Other Language Programs and Courses

Locally developed language courses are available for Arabic, German, Hebrew, Italian, Mandarin and Polish. Contact your school board office for information about which language programs it offers.

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